



**LEVEL 3**

**(AWARDS/DOUBLE AWARD)**

**IN**

**PUBLISHING**

## **Customer Service Statement**

ABC strives to provide a prompt, high quality service to enable its centres, in turn, to meet the needs of its customers. A full copy of ABC's Customer Service policy can be seen in the Products & Services Guide or on the web site. Any comments or suggestions are welcome, via the web site.

## **Enquiries**

Any enquiries relating to the qualification contained within this specification should be directed to:

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## **[www.abcawards.co.uk](http://www.abcawards.co.uk)**

Those without Internet access may also wish to contact this office.

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# Background

## ABC, its Portfolio and Qualifications

ABC Awards (ABC) is approved by the Qualifications and Curriculum Authority (QCA) to offer qualifications throughout the United Kingdom. QCA is the regulatory body for public examinations and publicly funded qualifications and also has the authority to monitor awarding bodies through quality audits. ABC has offices in Chorley, Nottingham, Reading and Taunton. ABC's current portfolio contains qualifications accredited onto the National Qualifications Framework (NQF) ranging from Entry Level to Level 6. NQF qualifications are eligible for funding under the Learning and Skills Act 2000. More information on funding can be obtained from the Learning and Skills Council (LSC) – [www.lsc.gov.uk](http://www.lsc.gov.uk)

ABC specialise in developing Vocationally Related Qualifications (VRQs). These are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills. In turn, NOS form the basis of National Vocational Qualifications (NVQs). Therefore, although VRQs have links with NVQs, they are not designed to deliver occupational competence and as such do not require delivery and assessment in the workplace. All ABC VRQs are mapped to the NOS, for purposes of future accreditation of prior learning (APL) should candidates opt to achieve the NVQ at a later date.

ABC has also developed a small number of NVQs and general qualifications for the NQF, details of which can be found on ABC's website. In addition, ABC offers an accreditation service for customised provision, which can usually be funded through "other provision" via the LSC. All centre provision courses are quality assured to meet the specified standards through the moderation, reporting and review processes which apply to ABC's entire portfolio of qualifications. Further details can be found in section three of the Examination Officers Guide or on the website.

Centres offering ABC qualifications may be colleges, private training providers, community groups, adult education centres, schools, prisons and businesses.

ABC works closely with the relevant Sector Skills Council (SSC) when developing a qualification for the NQF. A network of SSCs exists to lead the skills and productivity drive in industry recognised by employers. They bring together employers, trade unions and professional bodies working with the government to develop the skills that UK business needs. The Sector Skills Development Agency (SSDA) has been established to underpin the SSC network and promote effective working between sectors – [www.ssda.org.uk](http://www.ssda.org.uk)

The ABC Awards and Double Award in Publishing have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study. Consequently, we have added value to the qualification by aligning it with industry needs identified by Skillset, the Sector Skills Council for the Audio Visual Industries: [www.skillset.org](http://www.skillset.org)

ABC VRQs are signposted for Key Skills or Basic Skills wherever possible. Whilst Key Skills are not a part of ABC VRQs, it is recognised that they are transferable skills that play an important role in developing personal effectiveness in adult and working life. Signposting illustrates which Key Skills may be realistically achieved

through completion of this qualification; candidates may apply to other Key Skills awarding bodies for certification once they have achieved and been assessed in the relevant units.

ABC VRQs also provide opportunities for developing an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments). Each component of the wider curriculum is signposted as appropriate.

Finally, ABC qualifications are generally available throughout the UK, unless otherwise stated. Please note however that different regulations exist in Scotland. ABC provides all printed materials in English, however can provide materials in Welsh and/or Irish (Gaeilge) where requested and where appropriate.

Further information, policies, procedures and forms can be obtained from **[www.abcawards.co.uk](http://www.abcawards.co.uk)**

## **Centre Recognition**

Centres wishing to offer an ABC qualification require recognition as a centre with the ABC in advance of submitting an application for qualification approval. Full details of registration policy and procedures are given in the current Examination Officers Guide, which is issued to the examinations office of all ABC accredited centres, and on the web site.

## **Qualification Approval**

Centres should apply for approval prior to enrolling candidates, in order to guarantee certification. Initially centres are given approval to offer a qualification on the basis of a written submission. Each submission may be forwarded to an external moderator for a paper review. If necessary the Moderator will make an approval visit to verify the accuracy of that submission. At this stage the External Moderator may request further documentation and advise the Centre of its next course of action.

## **Health and Safety**

Centres are required to ensure that health and safety regulations are adhered to at all times with regard to the health and well being of all staff and candidates. Centres health and safety policies should be sent to the Awarding Body, together with details of training available for staff and candidates. In the assessment of a centre, the Moderator will give particular attention of health and safety practices/issues.

## **Staffing**

It is expected that staff involved with the delivery of the course will be appropriately qualified to assess candidates against the standards. The ABC approval process requires prospective centres to provide names of the staff involved in delivery and assessment including their qualifications and relevant training/employment experience, plus staff development arrangements. Whilst these details are passed

on to the external moderator appointed by the awarding body, it is the centre's responsibility to ensure tutors' qualifications are both bona fide and appropriate to the level of the qualification.

## **Evaluation and Review**

There should be ongoing evaluation by the staff and candidates and this should take place in the following ways:

- Candidate self-evaluation
- Regular review of learning outcomes against agreed criteria
- Validation by suitably qualified and experienced internal assessor and internal moderator

## **Internal Moderation**

ABC requires centres to implement a programme of internal moderation to ensure that:

- Candidates gain access to fair and reliable assessment opportunities
- Everyone assesses to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance
- All work carried out is within agreed systems and procedures

Internal moderators must not, under any circumstances, check their own assessment decisions.

Further guidance on internal moderation can be seen on the web site.

## **External Moderation**

ABC will appoint, train and allocate external moderators to:

- Visit each centre on ABC's behalf, usually once per academic year
- Monitor and sample candidates' work to ensure that assessment decisions are fair, reliable, valid and consistent with required standards
- Liaise between centres and ABC to establish standardisation
- Establish goodwill and assist with any problems arising from the delivery of an ABC qualification

Further guidance on external moderation can be seen on the web site.

## Accreditation of Prior Learning (APL)

ABC encourages its centres to recognise the previous achievements of candidates through APL. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Once the assessor is satisfied that the evidence is authentic and current, s/he should assess the evidence against the requirements of the ABC unit(s) in the normal manner. Any queries should be referred to the internal moderator.

## Unit Design

Each unit contains:

**Outcomes and Assessment Criteria:** defines what the candidate needs to be able to do.

**Content:** defines the typical areas of learning.

**Assessment Evidence:** gives suggested examples of evidence to be included in the portfolio for assessment.

## Diversity

ABC will endeavour to ensure that through its policies, procedures and actions all candidates entered for assessment are treated fairly and on an equal basis. All centres will be expected to have a clear commitment in support of this objective.

Access to ABC qualifications is open to all candidates irrespective of gender, ethnic origin, creed, employment status, nationality, sexual orientation, marital status or special assessment arrangements. Centres must ensure that no candidate is subjected to unfair discrimination on any of these grounds in relation to access to assessment and to the fairness of the assessment.

A copy of ABC's full policy can be seen in the on the web site.

## **Level 3 (Awards/Double Award) in Publishing**

**For all qualifications:**

**Accreditation Start Date: 1 October 2004**

**Accreditation End Date: 31 July 2010**

**Certification End Date: 31 July 2013**

### **Introduction**

This suite of qualifications has been developed with a primary aim of enabling candidates to acquire the depth of skills and underpinning knowledge to support progress into further education/training or employment within the Creative Industries, at entry and junior level.

Additionally the qualifications support transfer across specialist sectors within the Creative Industries, enhancing promotion in employment for individuals. The depth of subject specialism and profile of the learner distinguishes these qualifications from existing qualifications in the Creative Arts sector such as National Certificates and Diplomas in Art and Design.

The two qualifications are designed to provide the opportunities for incremental learning. The different size qualifications add depth and breadth to the specialism being studied without duplicating the learning covered by each qualification. The smaller awards enable candidates to access small but vocationally relevant amounts of accredited learning. This includes supporting focussed skills and technical development in response to the Creative Industries' need for continuing skills training in new and changing technologies and expanding specialist areas within existing and emerging professions. The larger qualifications have resulted from employer feedback and a demand for programmes of learning in particular specialist areas and technical skills in specific occupational areas of study unavailable elsewhere (a broad based sector focus).

The two qualifications within the framework are: Award and Double Award. The qualifications are designed with a guided learning requirement in multiples of 60 hours. The size of a unit will reflect the volume of achievement to be assessed and anticipated learning to be undertaken.

The group of 60 hour Awards in Publishing have been developed in association with the London College of Communication (formerly London College of Printing), building on longstanding industry-related courses in digital design and production. Professional practice and research of staff at LCC, combined with input from a range of local and national employers who have established links with LCC, have informed the development of this suite of qualifications.

### **ABC's Partner for this Qualification**

University of the Arts London (formerly the London Institute) is a federal institution incorporating five internationally renowned colleges, London College of Communication (formerly London College of Printing), Camberwell College of Arts,

Central Saint Martins College of Art and Design, Chelsea College of Art and Design and London College of Fashion. Drawing upon more than 150 years of experience, they are Europe's largest university for art, design, fashion, communication and the performing arts.

The London College of Communication has an international reputation for its education, research and consultancy in the areas of graphic design, advertising, media, photography, film, broadcasting, publishing, printing, marketing and retail. The London College of Communication is delighted to have made a significant contribution towards the development of the ABC Awards and Double Award in Publishing as they correspond to the process of creation, production and promotion of subjects the College is associated with.

For more information, visit the web site: [www.lcc.arts.ac.uk](http://www.lcc.arts.ac.uk)

## **Aims**

The suite of qualifications in Publishing aims to:

- Provide specialist and transferable skills and knowledge training and development relevant to the creative industries
- Provide learners with opportunities to explore their creative potential through applied art and design learning
- Enable learners to engage with current industry practice and contextualise their learning across a range of creative industry sectors
- Enable learners to develop their portfolio of skills and knowledge through incremental and individualised learning programmes within the framework
- Encourage an evaluative approach to personal and professional development
- Enable progression to employment within the creative industries
- Support career change and up-dating for existing creative industries employees
- Facilitate progression to further and higher-level learning programmes

## **Objectives**

By completing one or more of the qualifications within the suite of Publishing, learners will be able to:

- Apply skills and knowledge gained within industry-relevant contexts
- Develop creative solutions to industry-relevant design and communication problems
- Engage with current creative industry practice and contexts at entry-level and junior level employment
- Apply their skills and learning to broaden their career options through gaining promotion or transferring to different sectors within the Creative Industries
- Evaluate their own personal and professional development and plan future learning and professional practice
- Build an individual qualifications profile through incremental part-time or full-time study
- Enhance their employment opportunities or progress to more advanced levels of education and training

## **Target Group**

These qualifications are designed for:

16 - 19 year olds in post-school education or training, who are undertaking other vocational qualifications and wish to complete these programmes to acquire relevant skills and knowledge relating to the Art, Design and Media sector, as a foundation to employment and/or further education.

Those candidates who, for a number of reasons, have not been able to previously access appropriate provision and accreditation across the sector, to facilitate progression to further education/training and/or employment.

Adults returning to education/training, candidates from non-traditional backgrounds and existing Creative Industries.

Professionals wishing to re-skill and undertake vocational updating, leading to enhanced opportunities for career progression and diversification.

The qualifications are broadly intended for the following age groups:

16 – 18 Learner: used for additionality and/or enrichment in conjunction with a full-time vocational learning programme; providing breadth to the overall learning programme and extending the range of progression opportunities for the learner.

19+ Learners: updating and upskilling for those in employment or providing the basis for entering Creative Industries or commencing a longer programme of study.

## **Entry Requirements**

No specific qualifications are required for entry to this suite of qualifications. However it is recommended that candidates accessing this programme will have completed full-time education up to the age of 14 years. ABC recognises that academic qualifications provide only partial evidence of an applicant's capacity to benefit from and ability to succeed on a Level 3 programme within this suite of Art Design and Media qualifications. Applicants must submit evidence in the form of a portfolio of work and attend for interview.

No specific academic requirements are applied as a pre-condition to studying an Award or Double Award. Candidates should be able to demonstrate at an interview prior to commencing the course that they have existing transferable knowledge and skills that will enable them to contribute to and successfully complete the qualification(s) they wish to study.

## **Progression Opportunities**

Progression may be lateral, adding breadth and depth of skills, or vertical adding and updating specific specialist and technical skills required by particular occupations for entry into employment. The further breadth and depth that the specialist qualifications (Awards / Double Award) will add to portfolios will enhance opportunities for progression to HE for many of these students.

Centres must implement a guidance procedure and an equal opportunities policy. Centres must be satisfied that all candidates accepted will be capable of achieving the outcomes of the course at the stated level.

## Qualification Structure

Units within these qualifications can be either 60 or 120 guided learning hours and will conform to the following structure:

**Awards**                      60 GLH

The Awards will always be a single-unit; the 60 hours should not be split into smaller units. The unit title will be the same as the qualification title.

**Double Award**              120 GLH

Unit 1 60 GLH Curriculum	Unit 2 60 GLH Curriculum
--------------------------------	--------------------------------

The LSC definition of ‘guided learning hours’ is “all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners’ achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners”.

Centres should bear this in mind when planning qualification delivery.

<b>Awards</b>	<b>Qualification Accreditation Number</b>
Award in Writing Skills for Journalism Unit 01 Writing Skills for Journalism (J/102/8036)*	<b>100/4659/8</b>
Award in Features Journalism Skills Unit 01 Features Journalism Skills (Y/102/8039)*	<b>100/4662/8</b>
Award in Photojournalism Unit 01 Photojournalism (L/102/8040)*	<b>100/4663/X</b>
Award in Copy-Editing Unit 01 Copy-Editing (R/102/8041)*	<b>100/4664/1</b>
Award in Teeline Shorthand for Journalists Unit 01 Teeline Shorthand for Journalists (Y/102/8042)*	<b>100/4665/3</b>

## **Double Award**

Double Award in News Journalism

**100/4658/6**

Unit 01 Identifying and targeting news value (D/102/8043)\*

Unit 02 Writing styles, readerships and live newsrooms (H/102/8044)\*

\* Numbers in brackets indicate QCA Unit Numbers

## **Qualification Delivery**

Centres should adopt a delivery approach that supports both the vocational and practice-based nature of the Publishing qualifications and the particular group of candidates. The aims, aspirations and experience of the candidates should also be considered.

Delivery may be enhanced by:

- Liaising with employers with reference to delivery, work experience and/or resources
- Visits to appropriate places of interest
- The provision of information and guidance to candidates on the availability and type of employment the qualification may lead to and on the progression routes available for further education and training

The unit structure of the qualification will enable candidates to achieve accreditation for units successfully completed, if for some reason they are unable, or do not wish to achieve a full certificate.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general/key skills studies.

Centres must ensure that adequate arrangements are in place for supporting candidates. This could be either through separate tutorial/assessment sessions or through the use of time within structured study sessions.

## **Resources**

Candidates will need access to appropriate resources to develop the technical and creative skills and knowledge outlined in the unit specifications. Technical resources should have sufficient currency to support candidates' entry to employment in the creative industries where appropriate.

## **Assessment**

The Awards and Double Award comprise internal assessment and external moderation.

### **Internal Assessment**

All candidates must compile a portfolio of evidence that shows achievement of all the relevant outcomes and assessment criteria for all units of the Publishing qualification. Evidence is not prescribed but may include any or all of the following\*:

- Product evidence
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

\*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the candidates' own work, not an abundance of tutor handouts.

Each unit contains assessment guidance specific to the particular unit. However, assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

For more information on assessment and evidence collection, please refer to the ABC web site.

## **Certification**

NB There is no form of unit credit accumulation, with this suite of qualifications.

Awards and the Double Award will be recorded as Pass or Fail only. A Pass-grade will be awarded where all of the learning outcomes are met.

ABC will award a Certificate of Unit Credit on request for individual units which could be later converted to a full Certificate.

# Qualification Content

## ABC Level 3 Award in Writing Skills for Journalism

**(60 Guided Learning Hours)**

### Unit Summary

This award focuses on developing writing skills for journalists. Candidates will explore a range of publications, their house styles and values. Candidates will develop skills in writing for differing readerships, types of publication and story.

### Outcomes and Assessment Criteria

The candidates should be able to demonstrate they can:

1. Identify and evaluate a range of publications and their respective house styles
2. Write in a variety of styles appropriate to differing readerships
3. Select and use a style of journalism appropriate to a given story
4. Evaluate personal strengths and weaknesses in journalistic writing

### Content

An indication of typical areas of learning includes:

- Newspapers and magazines: news and features, readerships, timelines, news values, advertisers
- House styles: identifying house styles and following that house style
- Writing for differing readerships: tabloids, broadsheets, consumer magazines, periodicals
- Styles and stories: news, features, tragedy, politics, entertainment
- Career opportunities: further training, professional development

### Assessment Evidence

- A portfolio of stories written for a variety of readerships in a variety of styles
- Reflective diary evaluating personal progress

## ABC Level 3 Award in Features Journalism Skills

**(60 Guided Learning Hours)**

### Unit Summary

This unit focuses on developing skills in identifying suitable stories, sourcing and researching stories. Candidates will explore a variety of types of features stories and identify suitable writing styles and other treatments appropriate to those stories.

### Outcomes and Assessment Criteria

The candidates should be able to demonstrate they can:

1. Identify and analyse the characteristics of intended audiences/readerships for a range of styles and types of features articles
2. Use a range of research skills to source suitable material for a range of themes in features articles
3. Apply and evaluate the effectiveness of different visual and writing treatments for features stories
4. Employ a variety of writing styles to enhance the effectiveness of features stories

### Content

An indication of typical areas of learning includes:

- Types of feature: advertorial, news features, human interest stories, business and technical stories, political stories, seasonal stories (e.g. dieting in New Year)
- Newsworthiness or stories: topicality, popularity, relevance to readership
- Researching stories using Internet, press agencies, publicity agents, PR agencies, press releases, press conferences, archives, court reporting
- Interview skills: questioning techniques, celebrity interviews, face to face or telephone interviews
- Treatments: use of photographers or picture libraries, balancing visual material with text
- Styles of writing appropriate to subject: investigative, informative, entertainment, serious, critical

### Assessment Evidence

- Reflective diary comprising: research and development and proposed treatments of features stories
- Examples of variety of features stories written in styles appropriate to subject; personal notes and statements evaluating progress

## ABC Level 3 Award in Photojournalism

### (60 Guided Learning Hours)

#### Unit Summary

This unit focuses on developing skills and understanding of identifying, researching, photographing and writing photojournalistic stories and subjects. Candidates will explore suitable photojournalistic stories, treatments of those stories and develop an understanding of permissions and model releases. Candidates will also develop skills in using available light and working effectively with professional processing labs.

#### Outcomes and Assessment Criteria

The candidates should be able to demonstrate they can:

1. Evaluate different approaches to photographing subjects under available lighting conditions
2. Identify suitable topics or events for photojournalism stories, with particular attention to the aesthetic impact of your choice
3. Research topics and produce appropriate photographic treatments
4. Work effectively and efficiently with processing labs

#### Content

An indication of typical areas of learning includes:

- Development of and contemporary practice in photojournalism
- Types of photojournalism: news photography, features photography, documentary photography, photo essay, sports and travel
- Researching subject: Internet, archives, events, personalities, permissions and model releases, ethical considerations
- Writing in support of the photography led story
- Proposals and plans: film types, timings, location, timings
- Available light and manual adjustments in camera
- Labs and film processing: special effects, enlargements, contact prints

#### Assessment Evidence

- Reflective diary with comments, reflections on photojournalistic practice, leading to a proposal for a shoot (500 words)
- Portfolio of photographs showing implementation of proposals and effective use of processing labs
- Short written section in support of the photography led story

## ABC Level 3 Award in Copy-Editing

### (60 Guided Learning Hours)

#### Unit Summary

This unit focuses on developing skills and knowledge of sub-editing. Candidates will develop skills necessary to take a reporter's copy and prepare it for publication. These skills include writing headlines and sub-headlines, proof-reading stories and re-writing stories. In addition candidates will develop skills in using standard computer software for page layout. Candidates will be able to progress to further education courses or seek entry-level posts within the industry.

#### Outcomes and Assessment Criteria

The candidates should be able to demonstrate they can:

1. Proof-read and correct a reporter's copy
2. Write headlines and sub-headings appropriate to a story
3. Re-write copy to make it more effective as a journalistic story
4. Use standard computer software to layout a page for maximum journalistic impact

#### Content

An indication of typical areas of learning includes:

- Proofreading and correcting copy
- Headlines and sub-headlines: roles, good practice, relevance, and writing
- Re-angling a story
- Re-writing introductions
- Page layout software: arranging frames, page design, house styles

#### Assessment Evidence

- A portfolio of work including: proof reading and corrections exercise; examples of headline and sub-headline writing; re-written articles from reporter's copy; example of page layout using appropriate computer software

## ABC Level 3 Award in Teeline Shorthand for Journalists

**(60 Guided Learning Hours)**

### **Unit Summary**

This unit focuses on developing skills and knowledge in the use of Teeline shorthand to a level that will enable candidates to write and transcribe accurately and at speed. Candidates will learn the Teeline alphabet together with a wide range of characters outlines, blends, words and phrases. Candidates will be able to use these skills to report accurately and with integrity in support of their practice.

### **Outcomes and Assessment Criteria**

The candidates should be able to demonstrate they can:

1. Write Teeline shorthand using the Teeline alphabet, characters, blends and special outlines
2. Use a range of business phrases, numbers, currencies and colloquialisms
3. Report from interviews, press conferences and events using these skills
4. Transcribe Teeline shorthand accurately and with integrity

### **Content**

An indication of typical areas of learning includes:

- Writing and recognising the Teeline alphabet and words represented by that alphabet
- Teeline characters and special outlines
- Plurals, word groupings and vowels
- Teeline blends (F, D, LR, MR, WR, WK, WRK etc.)
- Business phrases, numbers, colloquialisms, currencies
- R Principle
- Reporting and interviewing using Teeline Skills
- Transcribing and writing articles using Teeline

### **Assessment Evidence**

- Portfolio of completed exercises demonstrating developing skills in use of Teeline and its transcription

## ABC Level 3 Double Award in News Journalism

### **Unit 1 Identifying and Targeting News Value (60 Guided Learning Hours)**

#### **Unit Summary**

This unit focuses on identifying news values, researching stories and reporting on stories. Candidates will explore sources of stories, interview skills, roles of press conferences and press officers and look at how journalistic ethics informs writing and reporting.

#### **Outcomes and Assessment Criteria**

The candidates should be able to demonstrate they can:

1. Identify and evaluate news worthiness for a range of new stories
2. Use a range of sources to identify newsworthy material
3. Use investigative and reporting skills to secure relevant data to enable an appropriate news-value assessment to be made
4. Demonstrate understanding of journalistic ethical framework and its applications to professional practice

#### **Content**

An indication of typical areas of learning includes:

- News values and newsworthiness in today's news stories
- Describing and pitching news values; editors, colleagues, readerships
- Story sources: press agencies, Internet, press releases, press conferences, agents, courts, public debate
- Interview skills: questioning techniques, face to face, telephone, recording interviews
- Ethics: law and journalists (libel, slander, court restrictions); codes of conduct (on and off the record reporting)

#### **Assessment Evidence**

- A portfolio of writing comprising examples showing use of research and reporting skills
- Commentary on current news stories analysing news values, research sources and ethical issues

## **Unit 2 Writing Styles, Readerships and Live Newsrooms (60 Guided Learning Hours)**

### **Unit Summary**

This unit focuses on developing skills in writing for different audiences. Candidates will explore writing running and breaking stories within the constraints of the newsroom. They will also explore opportunities for further training and professional development, capitalising on skills developed during this course.

### **Outcomes and Assessment Criteria**

The candidates should be able to demonstrate they can:

1. Select and use appropriate writing styles for a range of readerships and subjects in new reports
2. Revise and tailor material for differing readerships and news publications
3. Understand the characteristics and constraints of a live newsroom
4. Identify and evaluate the impact of editorial priorities upon the publishing of new stories

### **Content**

An indication of typical areas of learning includes:

- Identifying readerships, house styles and treatments
- Writing for a variety of given readerships and types of publication
- Reworking material for differing readerships (tabloid, broadsheet, specialist)
- Simulation of live newsroom: time constraints, personnel, pressures, problems, issues
- Breaking news: writing, verifying, impact on running stories, editorial priorities

### **Assessment Evidence**

- A portfolio of stories written for differing publications and readerships
- A reflective diary covering issues arising from newsroom simulation and a personal action plan

# Appendices

## **1 Authenticity Statement**

The authenticity statement should be copied and given to candidates to complete and sign prior to being countersigned by the tutor/assessor.

## **2 National Occupational Standards Mapping**

For information purposes, this mapping shows the links to the national standards. Candidates completing this qualification may be able to use some of their evidence for APL against the associated NVQ; however this would be at the discretion of the NVQ Awarding Body.

## **3 Key Skills Signposting**

For information purposes, this signposting shows the links to the Key Skills. Candidates completing this qualification may be able to use some of their evidence for APL against the associated Key Skill; however this would be at the discretion of the Key Skill Awarding Body.

## **4 Wider Curriculum Signposting**

For information purposes, this signposting shows how the ABC Level 3 Awards and Double Award in Publishing provide opportunities for the candidate to develop an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments).

## **5 Glossary and Acronyms**

An explanation of some of the terms, phrases and abbreviations commonly used throughout ABC documentation



## DECLARATION OF AUTHENTICITY

This declaration must be completed and signed by the candidate and countersigned by the tutor/assessor.

**Candidate Name:** .....

**Candidate Number:** .....

**Centre:** .....

### Candidate statement of authenticity

I confirm that the attached assignment/portfolio is all my own work\* and does not include any work completed by anyone other than myself. I have completed the assignment/portfolio in accordance with the Awarding Body instructions and within the time limits set by my Centre.

**Signature:** ..... **Date:** .....

### Centre confirmation of authenticity

On behalf of .....(insert centre name), I confirm that the above mentioned candidate, to the best of my knowledge, is the sole author of the completed assignment/portfolio attached.

**Signed:** ..... **Date:** .....

**Name:** .....

**Job Description:** .....

**\*Unless otherwise stated e.g. for some entry level qualifications candidate can work together but should show sections which are their own work.**

## 2 National Occupational Standards Mapping

The ABC Level 3 Awards and Double Award in Publishing are designed to relate to the National Occupational Standards developed by Skillset on behalf of the audio visual industries and are mapped to the following national standards:

Skillset Broadcast Journalism Standards (level 4), June 2003 (e.g. B1)

Skillset Photo Imaging and Photo Processing Standards (level 3), September 2002 (e.g. C3, D9)

Publishing Training Centre NOS for Publishing (no level assigned), 2001 (e.g. 19, 20)

<b>ABC Level 3 Awards and Double Award in Publishing</b>		<b>National Occupational Standards The Publishing Training Centre/Skillset Publishing/Broadcast Journalism/Photo Imaging and Photo Processing</b>
Award	Writing Skills for Journalism	B6
Award	Features Journalism Skills	B2, B3
Award	Photojournalism	C3
Award	Copy-Editing	19, 20, 21, 22 B14
Award	Teeline Shorthand for Journalists	No mapping
Double Award	News Journalism	B1, B2, B3 B5, B12, B13

### 3 Key Skills Signposting

The ABC Level 3 Awards and Double Award in Publishing are mapped to the following Key Skills:

- Level 2 Information Technology
- Level 3 Communication
- Level 3 Working with Others
- Level 3 Improving own Learning and Performance
- Level 3 Problem Solving

<b>Information Technology Level 2</b>		
<b>Key Skill</b>	<b>ABC Qualifications</b>	<b>Signposting</b>
IT2.1 Search for and select information for <b>two</b> different purposes	Writing Skills for Journalism Features Journalism Skills Photojournalism Copy-Editing News Journalism	Evidence could be derived by researching the unit content on the Internet
IT2.2 Explore and develop information, and derive new information, for <b>two</b> different purposes	As above	Evidence could be derived by developing research on a computer
IT2.3 Present combined information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers	As above	Evidence could be derived by printing stories, a completed project etc. that contains combined information

<b>Communication Level 3</b>		
<b>Key Skill</b>	<b>ABC Qualifications</b>	<b>Signposting</b>
C3.1a Contribute to a group discussion about a complex subject	Writing Skills for Journalism Features Journalism Skills Photojournalism Copy-Editing News Journalism	Evidence could be derived by participating in a group discussion on any aspect of the unit
C3.1b Make a presentation about a complex subject, using at least <b>one</b> image to illustrate complex points	As above	Evidence could be derived by making an illustrated presentation on current news stories
C3.2 Read and synthesise information from <b>two</b> extended documents about a complex subject. One of these documents should include at least <b>one</b> image	As above	Evidence could be derived by researching any aspect of the unit through reading
C3.3 Write <b>two</b> different types of documents about complex subjects. One piece of writing should be an extended document and include at least <b>one</b> image.	As above	Evidence could be derived by producing illustrated worksheets, projects, etc.

<b>Working with Others Level 3</b>		
<b>Key Skill</b>	<b>ABC Qualifications</b>	<b>Signposting</b>
WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements	Writing Skills for Journalism Features Journalism Skills Photojournalism Copy-Editing News Journalism	Evidence could be derived by planning writing for different readerships, features stories etc. with others
WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives	As above	Evidence could be derived by maintaining co-operative work with others in journalism skills teams
WO3.3 Review work with others and agree ways of improving collaborative work in the future	As above	Evidence could be derived by reviewing and improving, where necessary, work with others

<b>Improving own Learning and Performance Level 3</b>		
<b>Key Skill</b>	<b>ABC Qualifications</b>	<b>Signposting</b>
LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people	Writing Skills for Journalism Features Journalism Skills Photojournalism Copy-Editing Teeline Shorthand for Journalists News Journalism	Evidence could be derived by agreeing targets for the completion of stories for differing publications and readerships and ways of measuring this
LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets. Improve your performance by: <ul style="list-style-type: none"> <li>• Studying a complex subject</li> <li>• Learning through a complex practical activity</li> </ul> Further study or practical activity that involves independent learning	As above	Evidence could be derived by self and/or peer evaluations and updated action plans
LP3.3 Review progress on <b>two</b> occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands	As above	Evidence could be derived by reviewed action plans, peer and/or tutor feedback and completed tasks

#### 4 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state *'of the human spirit or soul, not physical or worldly'* and *'of the Church or religion'*. This qualification does not contribute to an understanding of spiritual issues.

The word 'Moral' can be defined as *'of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct'*. In the delivery of the qualification a tutor must undertake to instil in a candidate the difference between good and bad practice, most significantly in those practices relating directly to their employment. The adherence to a Health and Safety code of practice, ensuring the welfare of self and others, also requires the candidate to demonstrate a sense of morals, in the well being of others. As such, moral awareness therefore runs throughout the qualifications, as these units require the candidate to comply with Health and Safety procedures relevant to specific industry and professional contexts and practices.

A definition of 'Ethical' is given as *'morally correct, honourable'*. Nearly every activity that they will undertake as part of their working life will require their compliance with given procedure and processes. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt during this programme of study should stand them in good stead.

A definition of 'Social' is *'of the mutual relations of people or classes living in an organised community'*, and as such this can be considered to run throughout these Publishing qualifications in the context of sharing resources and ideas, interacting during guided learning hours, and effective team work. Communication of information and ideas is fundamental to professional practice and as such, learners need to gain a keen awareness of how their creative ideas will be understood within a variety of social setting and contexts.

'Cultural' can be defined as *'the customs and civilisation of a particular people or group'*. Cultural awareness is fundamental to the development of a creative industries' professional and as such, development of cultural awareness in the learner is an essential feature of these Publishing qualifications.

Obviously the constant reference to European Standards within any delivery programme will reinforce with an individual undertaking that award, a stronger belief in the acceptance of a European Community, and the clear identification of common objectives and working practices. Tutors who are abreast of their subject area could bring up any developments in Europe that occur during delivery of the award, such as new developments in Publishing technology.

Health and Safety issues run throughout the entire award and its importance should be emphasised at every opportunity. The importance of correct use of equipment, manual handling, safety of self and others, PPE, etc should become second nature to every student.

Environmental awareness is not directly flagged in any of these qualifications. However, environmental awareness is underpinned across a variety of units by an emphasis on good work practices. Candidates should learn how to specify and design in a way that has least environmental impact.

## **5 Glossary and Acronyms**

### **ABC**

ABC Awards.

### **Accreditation**

The process through which the regulatory authorities (QCA) confirm that a qualification and the associated specification conform to the regulatory criteria.

### **Accreditation of Prior Learning (APL)**

The process of recognising a candidate's previous achievements or learning.

### **Assessment**

The process of making judgements about the extent to which a candidate's work meets the assessment criteria (requirements that must be met in order to achieve success or a given grade) for a qualification or unit, or part of a unit.

### **Awarding Body**

An organisation or consortium that awards qualifications.

### **Basic Skills**

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics at a level necessary to function and progress at work and in society in general.

### **Centre**

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

### **Centre Recognition**

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

### **External Assessment**

A form of independent assessment where assessment tasks are set, and candidates' work assessed, by the awarding body.

### **External Moderator**

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

### **Internal Assessment**

Assessment where assessment tasks are set, and candidates' work assessed, wholly within the candidate's centre, subject where appropriate to external moderation.

### **Internal Moderator**

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

**Key Skills**

General skills that apply across occupational and academic fields and assist in improving learning and performance.

**Knowledge Requirements**

The part of the ABC qualification that the candidate needs to know.

**Learning and Skills Council (LSC)**

The body responsible for funding and planning education and training for over 16-year-olds in England.

**Learning Outcomes**

The part of the ABC qualification that the candidate needs to do.

**Level**

The level at which a qualification is positioned in the National Qualifications Framework.

**Moderation**

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

**National Occupational Standards (NOS)**

Statements which describe the outcomes of competent work in an occupational field.

**National Qualifications Framework (NQF)**

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

**National Training Organisation (NTO)**

An organisation charged by the government with improving the future competitiveness of the UK by increasing the level of knowledge and skills of the workers in its sector

**National Vocational Qualification (NVQ)**

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

**Qualifications and Curriculum Authority (QCA)**

Government-designed statutory organisation required to establish national standards for qualifications in England and secure consistent compliance with them (the regulatory authorities in Wales and Northern Ireland are ACCAC and CCEA respectively).

**Qualification Approval**

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

**Sector Skills Council (SSC)**

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

**Unit**

The smallest part of a qualification that is (generally) capable of certification in its own right.

**Vocationally Related Qualification (VRQ)**

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.